

Wisconsin Department of Public Instruction Career and Technical Education Team (CTE)

CTE PROGRAM STANDARDS



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Overview of Agriculture and Natural Resources Education Standards

Introduction

Agriculture is the nation's largest employer, with more than 22 million people working in some phase. FFA prepares members for more than 300 careers in the science, business and technology of agriculture. The field of agriculture continues to expand and change and with that comes the need to educate students about the dynamics of the industry and the potential careers that exist.

Agriculture is a huge business in the state of Wisconsin.

Agriculture is a \$51.5 billion dollar business when the processing and marketing efforts are measured to take products from the farms to the hands of the consumer. The sheer thought of how one would go about to create a new \$51.5 billion dollar business in any state is staggering. This point must be emphasized to fully appreciate the important level that this business offers.

"As important as the dollars generated, is the employment of 20% of the states' population that receive a paycheck because of agriculture. Considering that 1 in 5 people in the state rely on the strength of agriculture, brings serious economic impact to all involved." (Governors Growing Wisconsin's Agriculture Task Force 2001)

What is agriculture and natural resources education?

Agriculture education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems. The agricultural education program provides a comprehensive, relevant approach to learning through three components:

- **classroom education** in agricultural includes topics such as plant and animal sciences, horticulture, forestry, food science, global agriculture, agrimarketing, etc.
- **supervised agricultural career experience (SAE)** provides an opportunity for students to start their own business related to the food, fiber, and natural resources system or work for an established agribusiness.
- **FFA**, which provides leadership and volunteer opportunities, fosters citizenship, and tests students' agricultural skills through authentic assessment.

The agriculture education curriculum framework includes the six content standards for agriculture education. The six areas are: Global Agricultural Systems, Technology/Information, Leadership, Agriscience/Production, Ecology/Environment, and Business Management. The agriculture education content standards are cross-referenced to the standards for English language arts, mathematics, science and social studies. This facilitates the inclusion of application, problem-solving, and critical-thinking using agricultural systems as a means to integrate the curriculum.

The following program standards serve as the foundation for a quality program in agriculture and natural resources education. All programs need to be accountable to the stakeholders that are served in the community. These standards were designed to include stakeholder input and provide a process to improve the program. As community members, parents, students, teachers, and administrators embrace these standards they will establish a framework for accountability and a system for continuous program improvement.

Wisconsin Standards for a Quality Program in Agriculture and Natural Resources Education

Quality Educator(s)

- ☐ *Standard 1.* The educator(s) is employed with a minimum of 40 working days on an extended contract.
- ☐ *Standard 2.* The educator(s) is actively involved in the professional agricultural teacher associations and utilizes an improvement plan to demonstrate continual professional development.

Program Planning

- ☐ *Standard 3.* The program has a vision/mission statement that is in alignment with state and national vision and mission statements as well as the school district's vision and mission.
- ☐ *Standard 4.* The curriculum is in alignment with the *Wisconsin Model Academic Standards for Agricultural Education* and incorporates the *Wisconsin Model Academic Standards for Mathematics, Science, English Language Arts, and Social Studies* while promoting educational equity.
- ☐ *Standard 5.* A comprehensive program includes three components: classroom education, supervised agricultural experience, and FFA as the career and technical student organization.
- ☐ *Standard 6.* The program is served by an advisory committee.
- ☐ *Standard 7.* An exploratory program is offered at the middle school level with exploratory experiences offered PK-6.

Curriculum, Instruction, and Student Assessment

- ☐ *Standard 8.* The program applies the academic standards to support student academic achievement and career development.
- ☐ *Standard 9.* FFA is an integral part of the agriculture education program; therefore, all programs shall have an FFA Chapter.
- ☐ *Standard 10.* The program includes experiential learning which includes a supervised agricultural experience program for each student with options for certified work-based learning programs.
- ☐ *Standard 11.* The instructional program is aligned at the secondary level with post-secondary institutions and articulated through various credit and advanced placement options.
- ☐ *Standard 12.* Career guidance and counseling is offered as a part of the curriculum, emphasizing educational options.

- ☐ *Standard 13.* The curriculum is based on current occupational trends, industry standards, and research-based educational practices.

- ☐ *Standard 14.* Learning experience(s) is structured for active, performance-based learning to address individual differences in learning needs and talents of students.

- ☐ *Standard 15.* Standards-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.

Program Evaluation

- ☐ *Standard 16.* Program assessment(s) is used to measure the program against current educational and industry standards conducted on a regular basis and recommendations are used for continual improvement.
- ☐ *Standard 17.* Educational equity is a basic program component.

Quality School(s)

- ☐ *Standard 18.* The educator(s) is involved collectively in activities that enhance the school environment and student achievement.
- ☐ *Standard 19.* The educator(s) is proactive, working with district and school leadership to advance career and technical education.

Parent and Community Involvement

- ☐ *Standard 20.* The educator(s) continually markets the educational and economic benefits of the program with parents, students, administration, guidance personnel, faculty, and prospective employers.
- ☐ *Standard 21.* The program includes establishment of collaborative relationships and partnerships to maximize student achievement and career development.
- ☐ *Standard 22.* An active FFA alumni chapter supports the local program.

Resources

- ☐ *Standard 23.* The vision/mission of the program is supported by the facilities, equipment, technology, and operating budget.
- ☐ *Standard 24.* The quality of the instructional program is enhanced by the use of community leaders, resources, facilities, and industries.

Legal Requirements

- ☐ *Standard 25.* Program operation is in compliance with all state and federal laws and regulations.

Overview of Business and Information Technology Education Standards

As the nature of work continues to change, the education of business and information technology becomes increasingly important for all students. As social, political, individual, and business needs emerge, the business curriculum must change to meet those needs. To be productive and responsible citizens, all individuals must have the opportunity to learn and apply the principles of business to all aspects of their lives. Business education serves society by enabling individuals throughout their lifetime to develop competencies in multiple content areas.

Success for the business program and student requires more than content mastery. Key components for success in the workplace and society include such skills as human relations, self-management, teamwork, and leadership. Individuals also need sensitivity to ethical issues, cultural diversity, the value of work, and interpersonal relationships.

In addition, a comprehensive business program includes information technology as content and as a tool for critical thinking and decision-making skills. Students need to access and manipulate information quickly and evaluate the validity of that information. Students will then use that information to make wise decisions and create new knowledge.

Within the local school district and community, it is the business educator who must develop and nurture a comprehensive business program. A business advisory committee is a vital link to the establishment and maintenance of a business/education partnership.

The Future Business Leaders of America chapters at the middle and high schools, along with cooperative education and school-to-work experiences, will be real life forums for developing, refining, and/or applying many of the curricular standards.

These Business and Information Technology Program Standards are indicators of a quality, comprehensive business education program. Based on these standards, local plans for improvement will lead to positive change through a collaborative network among business educators, administrators, policy makers, and business and community representatives. Local plans should enable educators to contribute to meeting the goals of their learning communities and results should lead to strengthened teacher roles and improved student learning.

Wisconsin Standards for a Quality Program in Business and Information Technology Education

Quality Educator(s)

- ☐ *Standard 1.* The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.
- ☐ *Standard 2.* The educator(s) is the primary facilitator of learning for and about business and selects teaching strategies to match student needs with societal and technological changes.
- ☐ *Standard 3.* The educator(s) has an improvement plan that demonstrates continual professional development including involvement in professional associations, such as, FBLA, WBEA, NBEA, ACTE, WACTE, and relevant industry groups.

Program Planning

- ☐ *Standard 4.* The program has a vision/mission statement that is in alignment with state and national vision and mission statements as well as the school district's vision and mission.
- ☐ *Standard 5.* The curriculum is in alignment with the *Wisconsin Model Academic Standards for Business* and local benchmarks and incorporates the *Wisconsin Model Academic Standards for English Language Arts, Mathematics, Science, and Social Studies*.
- ☐ *Standard 6.* A comprehensive program includes three components: standards-based curriculum, work-based learning, and FBLA as the career and technical student organization.

Curriculum, Instruction, and Student Assessment

- ☐ *Standard 7.* The curriculum is based on educational equity, current occupational trends, industry standards, and recognized educational practices.
- ☐ *Standard 8.* The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- ☐ *Standard 9.* The career and technical student organization, FBLA, is co-curricular and a valued, integral component of the program.
- ☐ *Standard 10.* Career guidance and counseling is a part of the curriculum, emphasizing educational options.
- ☐ *Standard 11.* Standards-related classroom assessment(s) is integrated with instruction to promote meaningful learning and student accountability.
- ☐ *Standard 12.* The instructional program is aligned at the secondary level with post-secondary institutions and articulated through various credit and advanced placement options.

- ☐ *Standard 13.* The program is offered at the middle school level with exploratory experiences and skill building.

Program Evaluation

- ☐ *Standard 14.* Program assessment(s) is used to measure the program against current educational and industry standards conducted on a regular basis and recommendations used for continual improvement.

Quality School(s)

- ☐ *Standard 15.* The educator(s) is proactive, working with others to form policies and practices that enhance the school environment and improve student achievement.
- ☐ *Standard 16.* The educator(s) shall communicate concerns, challenges, and benefits of program to all decision makers, including but not limited to participating in school governance, maintaining an open dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning programs.

Parent and Community Involvement

- ☐ *Standard 17.* The program reflects the needs of the community through councils that include community members with business and education experience.

School- and Work-based Learning

- ☐ *Standard 18.* The program offers a work-based learning component for students based on Wisconsin skill standards certificates, employability skills standards, industry certificates, and/or occupational standards.
- ☐ *Standard 19.* Program operation is in compliance with all state and federal laws and regulations.

Resources

- ☐ *Standard 20.* The vision/mission of the program is supported by the facilities, equipment, technology, and operating budget.

Overview of Family and Consumer Education (FCE) Standards

Wisconsin's FCE program emphasizes "work of family." This emphasis evolved over 25 years through ongoing conversation among teachers, teacher educators, and state staff about what should be taught and learned in FCE. As reflected in Wisconsin's broad program goals, this approach is based on practical and critical science rather than technical science. The approach is practical in that effort in teaching focuses on the development of family members, consumers, workers, and citizens capable of reflective judgment and intelligent and responsible action. It is critical in the sense that teaching addresses self-defeating patterns of thinking and acting that limit individual and family members' efforts to improve conditions in the home, workplace, community, and world. These goals give direction to the development of comprehensive, standards-related FCE programs that span the elementary, middle/junior and high school grades in three interdependent areas of emphasis: The family setting, family and consumer services, and Family, Career and Community Leaders of America (FCCLA).

Students participating in courses that emphasize **the family setting** investigate significant questions of concern to individuals and families and discuss and practice skills needed to address these questions in every day life and work. For example, students in Family Work and Career I (grades 6-8) study about and take reasoned action related to three "work of family" goals:

- meeting members' physical needs for food, clothing, shelter, health, and economic resources,
- nurturing members' self-development throughout life (of which career development is considered a significant part), and
- contributing to the continuing development of a democratic society.

The high school program consists of three courses offered for grades 9-10: Family, Food, and Society; Parents and Children; and Family and Technology; and five courses are emphasized for grades 10-12: Family and Community; Family Relationships; Consumer Economics; Family Work and Careers II; and Family Seminar. Learning through serving, integrative thinking and learning, and FCCLA activities are integrated into all state curriculum prototypes.

State content and performance standards are established at the introductory (end of 6th grade), intermediate (end of 8th grade), and advanced (end of 12th grade) levels of study in six areas: Continuing Concerns of the Family, Practical Reasoning, Family Action, Personal and Social Responsibility, Work of Family, and Learning to Learn. *Level of study* is determined by what, how much, and when core concepts in FCE are introduced to students. Illustrative proficiency standards and samples of student work for each level of study emphasize individual differences in learning needs and talents of all students and the need for differentiated instruction. These model academic standards are available at: www.dpi.state.wi.us/dpi/standards/ or on CD-ROM from www.dpi.state.wi.us/pubsales.

Students with career interests in **family and consumer services**, such as Child Services, Food Service, and Family and Community Services, may elect to participate in Wisconsin's cooperative education or industry skill standards certificate programs. With some variations these school-supervised programs include an introduction to careers, observation and job shadowing, demonstration of employability or SCANS skills and occupation specific competencies, paid work experience, and career planning.

In contrast to programs with merely a technical skill orientation, some work-based learning programs reflect the practical and critical science approach. This is evident to the extent that students are empowered to act in self-determined ways, and to critically examine and seek to change of personal assumptions and socially conditioned blocks to critical thinking and communication about career and work-related issues. This occurs when students:

- test the validity of their own beliefs, attitudes, values, prejudices related to career and work and refute irrational thinking.
- examine the ethical consequences of their career and work-related choices and actions for co-workers, supervisors, family members, and society.
- use their intellectual and social skills to resolve career/work dilemmas and job conflicts, and then take reasoned action to address them.
- explore themselves in relation to the world of work—who am I? what can I do? what is possible/ probable for me? As a result of this type of self assessment, students can develop insight and deep understanding about

specific working conditions and cultural norms that operate on-the-job.

- are proactive about addressing career and work-related policy issues that affect all workers, children and families, and society such as encouraging business and industry to adopt family-friendly workplace practices, changing inequities in wages, or creating safe and healthful working conditions.
- object to unethical business and industry practices such as lack of quality control over shoddy workmanship, fraudulent sales practices, or destruction of the environment.

Students in grades 6 to 12 are encouraged to participate in **Family, Career and Community Leaders of America (FCCLA)**, a national co-curricular career and technical student organization (CTSO), the only CTSO that focuses on the family. Standards-related FCCLA activities, National Programs in Action, and STAR Events address important personal, family, work, and societal issues that extend classroom learning and expand leadership potential. For example, chapter projects emphasize a variety of youth concerns, including conflict resolution, family relationships, parenting, peer pressure, environment, intergenerational communication, nutrition and fitness, substance abuse, teen pregnancy, and career exploration. Activities turn classroom issues into real-life youth-directed action. Besides expanding leadership potential, members develop life skills needed in the home, workplace, and community: www.dpi.state.wi.us/dpi/dlsis/let/fchome.html.

Wisconsin FCE Program Resources and Materials

Materials that support development of comprehensive, standards-related FCE programs can be found on the web site, e.g., see the updated brochure: www.dpi.state.wi.us/dpi/dlsis/let/fceindex.html, or through DPI's Publication Sales: www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/index.html.

1. Resources related to the family setting

- Brien, N., K. Brien, & H. Vandermeer. (2001). *Development of the Brain: Zero to Three Years*—Parenting and Child Care Modules, companion video, science module and other materials/training: www.wccf.org.
- Pearson, M. (2004). Executive Brief on Relationship Education: *Why Educate for Marriage? How to Do It, Plus Helpful Resources*. Madison, WI: Department of Public Instruction.
- Staaland, E., & S. Strom. (1996). *Family, Food, and Society: A Teacher's Guide*. Order from Publication Sales.
- Strom, S. (2003). *Wisconsin's Youth Leadership Skill Standards Certificate Program*: Student portfolio and other support material: www.dpi.state.wi.us/dpi/dlsis/let/ylssindex.html.
- _____. (2003). *Curriculum Planning in Consumer Economics* focuses personal finance skills. Order from Publication Sales: www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/pdf/economics.pdf.
- _____. (2004). *Curriculum Planning for Parents and Children* – on parent-child relationships, parenting, parental responsibility. Order from Publication Sales: www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/pdf/prnts_chdrn.pdf.
- _____. (2005). *Curriculum Planning for Family Work and Careers I*. Available soon from Publication Sales.
- _____. (forthcoming). *Planning Curriculum in Family and Consumer Education*. Builds on-extends the *Guide to Curriculum Planning in Home Economics* (Staaland 1987), for critically reviewing, rethinking, and redirecting FCE programs. Available soon from Publication Sales.
- _____. (forthcoming). *Family and Technology: A Curriculum Guide* – addresses significant issues about technology, its use and abuse. Available soon from Publication Sales.
- *Character Education: Taking Responsibility and Respect for Others*. Teaching and assessing for authentic, student performance at elementary, middle, and high school - high school lessons focus on bioethical issues. CD-ROM available from www.dpi.state.wi.us/dpi/dlseasppw/tadocs.html.

2. Resources related to career and work-based learning

- Goeden-Massuch, J. & S. Strom (2003). "Probing Student Thinking Using Career and Work-Related Dilemmas." Dilemmas correlated to *WI's Cooperative Education Skill Standards for Food Service*.
- Heibel, J. (2003). *The Assistant Child Care Teacher: A Program Planning Guide*. Replaces original guide (Staaland & Lader 1991). Industry-endorsed certificate: www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/stw_16.html.
- Strom, S. (2003). *WI's Cooperative Education Skill Certificate Program for Family and Community Services*. Student portfolio and new curriculum: www.dpi.state.wi.us/dpi/dlsis/let/workbase.html.
- Heibel, J., & S. Strom. (2001). *WI's Skill Standards for Child Services and WI's Skill Standards for Food Service*. Available at: www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/stw.html.

Wisconsin Standards for a Quality Program in Family and Consumer Education (FCE)

Quality Educator(s)

(Standard 1. Highly qualified educator(s) is licensed with appropriate certification to teach all corresponding courses and programs.

(Standard 2. Educator(s) actively participates in relevant professional associations and continuous professional development.

(Standard 3. Educator(s) exhibits leadership, teamwork, and professional and ethical practices.

☐ *Standard 4.* Educator(s) advocates for Career and Technical Education (CTE) and FCE by helping others understand how CTE/FCE contributes to student learning and development.

Program Planning

☐ *Standard 5.* Program plan(s) reflects the “work of family” approach based on clearly thought-out, defensible rationale.

☐ *Standard 6.* Program plan(s) focuses on development of comprehensive, standards-related elementary, middle, and high school “programs that work well.”

☐ *Standard 7.* Program element(s) is consistent and coherently sequenced with three major emphases: the family setting, family and consumer services, and co-curricular FCCLA (Family, Community, and Career Leaders of America) programs.

☐ *Standard 8.* Program(s) promotes educational equity.

Curriculum, Instruction, and Student Assessment

☐ *Standard 9.* Collaborative, problem-based curriculum unit(s) addresses the *Wisconsin Model Academic Standards for FCE* with integration and application of other relevant state and national standards and competencies.

☐ *Standard 10.* Family and consumer services curriculum unit(s) is aligned to relevant state and national standards or competencies and post-secondary courses.

☐ *Standard 11.* Learning experience(s) is structured for active, performance-based learning that addresses individual differences in a student’s learning needs and talents.

☐ *Standard 12.* Educator(s) creates a responsive, asset-based climate conducive to classroom community and student learning and development.

☐ *Standard 13.* Standards-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.

Program Evaluation

☐ *Standard 14.* Periodic program evaluation(s) provides meaningful information used to improve the quality of teaching practices and programs.

Quality School(s)

☐ *Standard 15.* Proactive educator(s) works with others to form policies and practices that enhance the school environment and improve student learning and development.

☐ *Standard 16.* Educator(s) contributes to reform efforts designed to improve schooling experience and successfully educate *all* students.

Parent and Community Involvement

☐ *Standard 17.* Educator(s) establishes collaborative relationship/partnership(s) to ensure successful outcomes for *all* students.

☐ *Standard 18.* A representative advisory council assists educator(s) with program planning, improvements, and promotion.

Resources

☐ *Standard 19.* A modern curriculum is supported by facilities, furniture, equipment, technology, materials, and supplies that are readily accessible, up-to-date, safe, well-maintained, and meet the student’s instructional needs.

☐ *Standard 20.* Effective resource management strategy(ies) is used to achieve program goal(s) (given an adequate annual budget and time to address program needs).

Legal Requirements

☐ *Standard 21.* Program(s) operates in compliance with all legal mandates emanating from federal and state constitutional and statutory provisions, state and local school board policies, negotiated and individual contracts, and judicial rulings.

Overview of Health Science Occupations Education Standards

Many of the fastest growing occupations in Wisconsin are concentrated in health services. Factors contributing to industry growth include our aging population and its need for increased health services, as well as the increased use of medical technology for diagnosis and treatment. This growth in jobs in the health service industry has not been matched by qualified workers which have created a shortage of health care workers. Health Science Occupations Education at the secondary level can be very valuable in the efforts to correct this situation.

Health Science Occupations Education is composed of subject matter and clinical learning experiences. Based upon completion of comprehensive career planning activities, a rigorous and coherent sequence of related courses, and work-Based Learning/school-based learning experiences, the learner will be prepared for post-secondary education or an entry-level employment opportunity in the health care industry. This is based on the U.S. Department of Education, the National Skill Standards Board, and the National School to Work Office. In 1996, the National Health Care Skill Standards and the National Health Care "Foundation" Skill Standards were developed. The national skills certificates for meeting these competencies are nationally accepted standards and recognized by the health care industry. These eight core Health Care Preparation Components describe the "CORE" knowledge essential for all health care workers. They are academic foundation, communication, ethics, legal responsibilities, employability skills, systems, safety practices, and teamwork.

Wisconsin certified programs in Health Science Occupations Education are available to the secondary student. These programs are approved and regulated in partnership with the Department of Public Instruction and the Department of Health and Family Services as a means of safeguarding the public against unqualified workers. Wisconsin certificated programs in Health Science/Health Occupations Education are Health Science Occupations Co-op, Certified Nursing Assisting, Employability State Skills Co-op, CPR/First Aid, and Health Services Youth Apprenticeships.

For both the student and the worker, there is a need to select and develop proficiency within a Health Science Career Cluster. These career clusters require life-long learning due to advances in medical technology and rapid change and expansion in the health care industry. The Health Science Career Cluster has organized the careers it represents in the following concentration/pathways: Diagnostic Services, Information, Therapeutic Services, and Environmental.

HOSA (an association of Health Science Occupations students) chapters at the secondary Level, along with the work- and school-based learning, supply many of the real life experiences needed by Health Science Occupations students to explore and evaluate potential health careers based upon interest and abilities.

The programs are designed not only to develop clinical and technical skills but also to teach roles, relationships, and responsibilities in the classroom or medical practice setting. All students need to explore careers and develop the skills needed to make informed decisions. With a solid foundation at the middle school level of identifying potential health careers and expansion into comprehensive course offerings at the high school level, Health Science Occupations Education can develop a body of subject matter and planned learning experiences designed to prepare persons with the competencies required to assist qualified health professions. With this in place, local plans should enable educators to contribute to meeting the goal of addressing the health care worker shortage.

Wisconsin Standards for a Quality Program in Health Science Occupations Education

Quality Educator(s)

- ❑ *Standard 1.* The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.
- ❑ *Standard 2.* The educator(s) actively participates in relevant professional associations such as HOSA and HOPE and has an improvement plan for continuous professional development.

Program Planning

- ❑ *Standard 3.* The program has a vision/mission statement that is in alignment with state and national as well as the school district's vision and mission.
- ❑ *Standard 4.* The curriculum is in alignment with the *Wisconsin Model Academic Standards*, National Health Care Core Skills Standards, and Health Science Occupations Career Cluster Pathways and incorporates the academic subject matter required for proficiency in the area.
- ❑ *Standard 5.* A comprehensive program includes three components: classroom instruction, site-based experiences or practicum under the supervision of licensed or other health professionals, and HOSA as the career and technical student organization.

Curriculum, Instruction and Student Assessment

- ❑ *Standard 6.* The scope and sequence of the curriculum is based on current occupational trends, industry standards and certification, and recognized educational practices that are researched.
- ❑ *Standard 7.* The scope and sequence of the 6-12 curriculum starts with a solid foundation established at the middle school level and expands into comprehensive course offerings at the high school level.
- ❑ *Standard 8.* The instructional program is aligned at the secondary level with post-secondary institutions and articulated through various credit and advanced placement options.
- ❑ *Standard 9.* The career and technical student organization, HOSA, is co-curricular and a valued, integral component of the program.
- ❑ *Standard 10.* The educator(s) collaborates with educators from other disciplines to encourage the development of leadership and fellowship capabilities in students. This combination of people skills and technical skills will enable students to serve as effective members of a health care team.

- ❑ *Standard 11.* Standard-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.

- ❑ *Standard 12.* The program offers certified workplace learning options for students.

Program Evaluation

- ❑ *Standard 13.* The program is evaluated at regular intervals and recommendations are used for continual improvement of the program.

Quality School(s)

- ❑ *Standard 14.* The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- ❑ *Standard 15.* The educator(s) is proactive, working with others to form policies and practices that enhance the school environment and support student achievement and career development.
- ❑ *Standard 16.* Opportunity is incorporated into courses at all levels to explore careers, to develop skills needed to make informed decisions, and to be exposed to informational technological skills and knowledge required of health career specialties.

Parent and Community Involvement

- ❑ *Standard 17.* The program includes establishment of collaborative relationships and partnerships with faculty, parents, supporters, and advisory council members to maximize student achievement and career development.
- ❑ *Standard 18.* The program reflects the needs of the community through advisory councils that include community members from the health care profession as well as the educational profession.

Resources

- ❑ *Standard 19.* The vision/mission of the program is supported by facilities, equipment, technology, and operating budget.
- ❑ *Standard 20.* The quality of the instructional program, which includes site-based experiences or practicum, is enhanced by the use of community leaders, resources, facilities, and licensed or other health professionals.

Legal Requirements

- ❑ *Standard 21.* Program operation is in compliance with all state and federal laws and regulations.

Overview of Marketing, Management, and Entrepreneurship Education Standards

Marketing education should be like marketing itself: dynamic, ever-new, and ever-changing. Marketing is a critical business function, a process that utilizes a variety of activities to:

- Identify customer needs and wants
- Plan and create ideas, goods or services to satisfy needs and wants
- Establishes pricing that results in profitable transactions
- Promote ideas, goods or services to an identified target market
- Manage distribution and logistics strategies

Career opportunities in marketing can be found in domestic and international businesses, organizations, and agencies of all types and sizes—both for profit and not for profit. Individuals employed in marketing may specialize in one marketing function (e.g., selling, market research, and advertising) or they may assume many positions that utilize a broad range of marketing skills.

Marketing is a critical, ongoing business function that applies economics, psychology, and sociology. Its successful performance depends on the application of mathematics and English principles, the use of scientific problem solving, and the application of computer technologies to marketing situations and problems.

Why Marketing Education?

The following is presented as evidence to the value that marketing education brings to the schools and of its effectiveness in preparing students for life after high school.

- Marketing Education is the primary provider of pre-baccalaureate preparation for marketing careers.
- Marketing is one of the major areas of employment in the United States, accounting for nearly one-third of all occupations.
- Marketing provides extensive entry points into the labor force and, perhaps more importantly, multiple career paths with significant reward structures (e.g., promotion potential, compensation, flexibility).
- Marketing skills are highly transferable from industry to industry and from one locale to another.
- Core marketing skills are relatively stable and, therefore, have long-lasting career impact on student learners.
- Marketing curricula are appropriate for both college-bound and employment-orientated student, with unique and substantive opportunities available to each.
- Marketing Education programs are strongly endorsed by industry.
- With Marketing Education comes opportunity to join the Career and Technical Student Organization (CTSO) DECA, which provides its members with leadership development, community involvement, civic consciousness, career understanding and social intelligence.

Marketing Careers

Marketing Education is historically rooted in the preparation of retail merchandising and sales personnel. However, contemporary curricula view retail as one of many segments of the economy in which graduates might utilize their marketing skills. Therefore, the curriculum has evolved significantly to its current focus on core business, management and marketing skills with more specialized foci (e.g., retail management, hospitality, entertainment, and e-commerce) integrated into the core curriculum as appropriate for individual situations. Specific examples of career applications include general marketing management in virtually any industry that might include such applications as:

Overview of Marketing, Management, and Entrepreneurship Education Standards (continued)

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|-------------------------|-----------------------|----------------------|---------------------------|
| ▪ Advertising | ▪ Customer Service | ▪ E-Commerce | ▪ Entrepreneur |
| ▪ Fashion Merchandising | ▪ Financial Services | ▪ Food Marketing | ▪ Health Care |
| ▪ Hospitality Marketing | ▪ Importing/Exporting | ▪ Industrial Goods | ▪ International Marketing |
| ▪ Pharmaceuticals | ▪ Product Management | ▪ Professional Sales | ▪ Public Relations |
| ▪ Restaurant Management | ▪ Retail Management | ▪ Sales Management | ▪ Service Marketing |
| ▪ Sports Marketing | ▪ Travel/Tourism | | |

Given the highly transferable nature of core marketing skills and the increasing degree to which marketing permeates most cultures, it is particularly challenging to quantify or even to adequately define the application of Marketing Education in terms of specific career opportunities.

Premises of the Marketing Education Curriculum

In addressing the Marketing Education mission statement, the curriculum should:

- Encourage students to think critically
- Stress the integration of and articulation with academics
- Be sequenced so that broad-based understandings and skills provide a foundation to support advanced study of marketing
- Enable students to acquire broad understandings of and skills in marketing so that they can transfer their skills and knowledge between and among industries
- Enable students to understand and use technology to perform marketing activities
- Stress the importance of interpersonal skills in diverse societies
- Foster a realistic understanding of work
- Foster an understanding and appreciation of business ethics
- Utilize a variety of types of interactions with the business community.

Marketing Education Curriculum

The marketing curriculum is divided into two broad areas. The first called *Business Administration Core Standards* addresses those fundamentals of business that provide the critical context within which marketing is taught. The knowledge and skill statements identified for the *Business Administration Core* are:

- | | |
|-----------------------------|----------------------------|
| ▪ Business Law | ▪ Information Management |
| ▪ Communications Skills | ▪ Marketing |
| ▪ Economics | ▪ Operations |
| ▪ Emotional Intelligence | ▪ Professional Development |
| ▪ Financial Analysis | ▪ Strategic Management |
| ▪ Human Resource Management | |

The second broad area of the Marketing curriculum consists of the *Marketing Core Standards*—those skills that are used to implement the marketing concept:

- Distribution
- Financing
- Marketing Information Management
- Pricing
- Product/Service Management
- Promotion
- Selling

Wisconsin Standards for a Quality Program in Marketing, Management, and Entrepreneurship Education

Quality Educator(s)

- ❑ *Standard 1.* The educator(s) is appropriately certified to teach all corresponding courses with the program and is endorsed by a DPI-approved teacher education institution that meets PI 34 Standards.
- ❑ *Standard 2.* The educator(s) utilizes an improvement plan to demonstrate continual professional development experiences, including active involvement in marketing education professional associations.

Program Planning

- ❑ *Standard 3.* The program has a vision/mission statement that is in alignment with state and national as well as the school district's vision and mission.
- ❑ *Standard 4.* The program utilizes *Wisconsin Model Academic Standards for Marketing Education* and incorporates the *Wisconsin Model Academic Standards for Mathematics, Science, English Language Arts, and Social Studies*.
- ❑ *Standard 5.* Coherent and sequential programming includes (a) basic marketing, management, and entrepreneurship content followed by advanced marketing, management, and entrepreneurship content, and career specific courses, (b) standards-based work-based learning, and (c) DECA as the career and technical student organization.
- ❑ *Standard 6.* The program is served by an advisory committee that includes community members with experiences related to marketing, management, and entrepreneurship education.

Curriculum, Instruction, and Student Assessment

- ❑ *Standard 7.* The curriculum utilizes the *Wisconsin Curriculum Standards for Marketing Education*, *Entrepreneurship Standards*, as well as current business and industry trends, industry standards, and recognized educational practices.
- ❑ *Standard 8.* The curriculum applies the academic standards to support academic achievement and career development.
- ❑ *Standard 9.* The career and technical student organization, DECA, is co-curricular and a valued, integral component of the program. Active DECA alumni support local program.
- ❑ *Standard 10.* Career guidance and counseling is offered as a part of the curriculum, emphasizing career and educational options.
- ❑ *Standard 11.* Learning experience(s) is structured for active, performance-based learning to address individual differences in learning needs and talents of students.

- ❑ *Standard 12.* Standards-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.
- ❑ *Standard 13.* The instructional program is aligned at the secondary level with post-secondary institutions.

Standards- and Work-based Learning

- ❑ *Standard 14.* The program offers an industry-certified, work-based learning component for students; i.e., certified cooperative education skill standards, employability skills standards, the A*S*K Institute, or other related national skills standards, etc.

Program Evaluation

- ❑ *Standard 15.* Program assessment(s) is used to measure the program against current standards conducted on an ongoing basis and recommendations used for continual improvement.
- ❑ *Standard 16.* Educational equity is a basic program component.

Quality School(s)

- ❑ *Standard 17.* The educator(s) is collectively involved in activities that enhance the school environment and student achievement.
- ❑ *Standard 18.* The educator(s) is proactive, working with district and school leadership to advance career and technical education and marketing, management, and entrepreneurship education.

Resources

- ❑ *Standard 19.* A modern curriculum is supported by the facilities, materials, equipment, technology, and operating budget
- ❑ *Standard 20.* The lab is an educational component used to reinforce classroom instruction; i.e., school store or other school-based enterprise.
- ❑ *Standard 21.* Wisconsin's affiliated curriculum consortium (Marketing Education Resource Center) is utilized as an important source of marketing related resources.

Parent and Community Involvement

- ❑ *Standard 22.* The educator(s) actively involves parents, community leaders, alumni, and business people in continual program improvement.
- ❑ *Standard 23.* The educator(s) markets the program with parents, students, administration, guidance personnel, faculty, and prospective employers the educational and economic benefits of the program.

Legal Requirements

- ❑ *Standard 24.* Program operation is in compliance with all state and federal laws and regulations.

Overview of Technology and Engineering Education Standards

Program standards for technology and engineering programs present us with yet another set of threads to guide us through program implementation and teaching success. Program standards are part of a much larger set of education standards established to provide guidance for technology and engineering k-12 stakeholders. It is important to remember that if you are using recently developed standards that no set of standards prescribes a specific curriculum or classroom program setting. The standards provide guidance and flexibility yet stress structure and relevance. *Wisconsin's Model Academic Standards for Technology Education* published by the Wisconsin Department of Public Instruction (© 1999) or *Standards for Technological Literacy: Content for the Study of Technology* published by the International Technology Education Association (© 2000) both provide a foundational basis for the study of technology. The following program standards work as a guide for implementing *Wisconsin's Model Academic Standards for Technology Education* and/or *Standards for Technological Literacy: Content for the Study of Technology*.

The structured elements within Wisconsin's Program Standards for Technology and Engineering Programs aids teachers and administrators in assessing the physical classroom environment, the capability of the teacher within the environment, curricular connections and instruction, student assessments, and the professional development of the teacher. Gaining much more attention and deserving much more rigorous development are the areas of equity and accessibility, the racial diversity of learners within technology and engineering, safety within the learning environment, and a quality teacher in the classroom.

To develop a quality technology and engineering program which benefits all learners it is important for the leadership responsible for the program to have a sound philosophy and general understanding of technology and engineering education. By developing a written mission and complementing set of goals the program leadership will be able to communicate a comprehensive vision for the local program. All of these elements in combination with a dedicated advisory committee and proactive school administration will ensure community support and student success.

Program review and evaluation should be completed once every three to five years. A formal internal process using existing resources and personnel is recommended at this interval. A formal external program review using outside evaluators is recommended at least once every ten years. Program review findings should be analyzed and discussed thoroughly. After a consensus has been reached a program improvement plan should be developed. This process is essential to short and long range planning. As time progresses, elements within the program standards will change. A local program advisory group may wish to update or add to the standards as deemed necessary. A supervisor responsible for monitoring the program evaluation process should maintain all records and provide copies to the principal, director of curriculum and instruction, superintendent and school board members.

Wisconsin Standards for a Quality Program in Technology and Engineering Education

Quality Educators

- ☐ *Standard 1.* The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.
- ☐ *Standard 2.* The educator(s) has a Professional Development Plan (PDP).
- ☐ *Standard 3.* The program is managed by designated personnel at the school district or regional level.

Program Planning

- ☐ *Standard 4.* Program implementation will facilitate technological literacy for *all* students.
- ☐ *Standard 5.* The program is aligned at the primary and secondary levels with advanced articulation across post-secondary institution.

Curriculum, Instruction, and Student Assessment

- ☐ *Standard 6.* The curriculum is developed using child development research, educational equity, recognized educational practices, and state/national/industry standards.
- ☐ *Standard 7.* The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- ☐ *Standard 8.* Co-curricular activity is available and a valued, integral component of the program; i.e., SkillsUSA, TSA, F.I.R.S.T., High Mileage Vehicle, etc.
- ☐ *Standard 9.* The program offers ongoing career awareness as a part of the curriculum emphasizing educational options and post-secondary school success.
- ☐ *Standard 10.* Standards-related assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.

Program Evaluation

- ☐ *Standard 11.* Program evaluation will ensure and facilitate technological literacy for *all* students.

Quality School(s)

- ☐ *Standard 12.* The educator(s) is proactive, working with others to enhance the school environment through learning experiences offered in the program.

Parent and Community Involvement

- ☐ *Standard 13.* The educator(s) shall communicate opportunities and challenges to all stakeholders.
- ☐ *Standard 14.* The educator(s) actively involves faculty, students, parents, community stakeholder groups, and the advisory committee members in continual program improvement.
- ☐ *Standard 15.* The program offers a work-based learning component.

Program Resources

- ☐ *Standard 16.* The vision/mission of the program is supported by the facilities, equipment, technology, and operating budget.

Safety, Learning Environment, and Legal Requirements

- ☐ *Standard 17.* Program operation is in compliance with all local, state, and federal regulations and safety laws.
- ☐ *Standard 18.* The educator(s) ensures all students are aware of personal safety issues related to the classroom environment.
- ☐ *Standard 19.* The program provides clean, uncluttered, and safe facilities and equipment to support the curriculum and meet the needs of students.

Equity

- ☐ *Standard 20.* The program uses data to support program improvement that focuses on educational equity.